

ABSTRAK

HUBUNGAN KECERDASAN EMOSIONAL DAN RESILIENSI AKADEMIK PADA MAHASISWA S1 KEPERAWATAN UNIVERSITAS JENDERAL SOEDIRMAN

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Latar Belakang: Mahasiswa keperawatan menghadapi berbagai tuntutan akademik dan klinik yang berpotensi menimbulkan tekanan psikologis dan berdampak pada kemampuan adaptasi akademik mahasiswa. Resiliensi akademik diperlukan agar mahasiswa mampu bertahan dan beradaptasi terhadap tuntutan tersebut. Salah satu faktor yang berperan dalam membentuk resiliensi akademik adalah kecerdasan emosional.

Metode: Penelitian ini menggunakan desain kuantitatif korelasional dengan pendekatan *crosssectional*. Sampel berjumlah 96 mahasiswa S1 Keperawatan Universitas Jenderal Soedirman yang dipilih menggunakan stratified random sampling. Instrumen menggunakan Emotional Intelligence Inventory (EII) dan Connor-Davidson Resilience Scale 25 (CD-RISC 25). Analisis data dilakukan menggunakan uji korelasi Spearman.

Hasil: Nilai median kecerdasan emosional sebesar 52 dan median resiliensi akademik sebesar 97. Karena data tidak berdistribusi normal, analisis hubungan antarvariabel dilakukan menggunakan uji korelasi Spearman. Hasil uji menunjukkan terdapat hubungan yang kuat dan positif antara kecerdasan emosional dan resiliensi akademik ($r = 0,679$; $p < 0,001$).

Kesimpulan: Hasil penelitian menunjukkan terdapat hubungan yang signifikan dan positif antara kecerdasan emosional dan resiliensi akademik pada mahasiswa S1 Keperawatan Universitas Jenderal Soedirman. Hubungan positif ini menunjukkan bahwa mahasiswa dengan tingkat kecerdasan emosional yang lebih tinggi cenderung memiliki resiliensi akademik yang lebih baik. Namun, mengingat desain penelitian yang bersifat korelasional, temuan ini tidak dapat diinterpretasikan sebagai hubungan sebab-akibat, melainkan sebatas menunjukkan keterkaitan antarvariabel yang diteliti.

Kata kunci: Kecerdasan Emosional, Mahasiswa Keperawatan, Resiliensi Akademik

ABSTRACT

THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC RESILIENCE IN UNDERGRADUATE NURSING STUDENTS AT GENERAL SOEDIRMAN UNIVERSITY

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Background: Nursing students face various academic and clinical demands that may lead to psychological pressure and affect their ability to adapt academically. Academic resilience is therefore essential for enabling students to persist and adapt to these demands. One factor that has been associated with academic resilience is emotional intelligence.

Methods: This study employed a quantitative correlational design with a cross-sectional approach. A total of 96 undergraduate nursing students at Universitas Jenderal Soedirman were selected using stratified random sampling. Data were collected using the Emotional Intelligence Inventory (EII) and the Connor-Davidson Resilience Scale 25 (CD-RISC 25). Data analysis was conducted using the Spearman correlation test.

Results: The median score of emotional intelligence was 52, while the median score of academic resilience was 97. As the data were not normally distributed, the Spearman correlation test was applied to examine the relationship between variables. The results indicated a strong and positive correlation between emotional intelligence and academic resilience ($r = 0.679$; $p < 0.001$).

Conclusion: This study demonstrated a significant and positive relationship between emotional intelligence and academic resilience among undergraduate nursing students at Universitas Jenderal Soedirman. The positive correlation suggests that students with higher levels of emotional intelligence tend to exhibit better academic resilience. However, due to the correlational nature of the study design, these findings should not be interpreted as a causal relationship but rather as an association between the variables examined.

Keywords: Academic Resilience, Emotional Intelligence, Nursing Students.